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ABSTRACT

A team of external consultants utilized short term intervention techniques with a community college division chairperson in order to enhance the chairperson's managerial effectiveness, reflected in terms of improved listening, group facilitation, issue or decision-making focus in group settings, and statements of his personal position on issues. A survey of division faculty members was used to obtain a measurement of the organization and the leadership style of the chairperson. Results of the survey were fed back to the chairperson and members of the division through a series of departmental and division-wide meetings, thereby providing a basis for identifying problem areas and for developing action plans according to a set of internally identified priorities. Subsequent to implementation of various action plans, a post-measurement of the organization and the chairperson and interviews with selected division members were made, with positive changes noted in the leadership behavior of the division chairperson. Although the changes were not found to be statistically significant, it was noted that short term interventions were effective and that additional organizational change occurred as various individuals within the division modeled some of the facilitative and problem-solving skills introduced in group meetings. A bibliography and selected interview excerpts are appended. (JDS)

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THE EFFECTS OF SHORT TERM INTERVENTIONS ON A COMMUNITY COLLEGE DIVISION CHAIRPERSON

A Research Project

Presented to

the Faculty of the School of Business and Management

Pepperdine University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Organization Development

by

Wilbur A. Wiedman, Jr.

April 1977

JC 770 250

ABSTRACT

The hypotheses for this research were as follows:

As a result of short term intervention (one to three days) with a change agent the Division Chairperson's management style would become more participative as measured by the Likert Organizational Dynamics Survey.

As a result of direct process observation and personal feedback from a consultant team, the Division Chairperson's managerial effectiveness (listening, group facilitation, issue or decision-making focus in group settings, and statements of his personal position on issues) would become more clear and direct as perceived by himself, the consultant team, members of the division faculty, supervisor, and peers.

A one hundred question organizational survey was used in order to obtain a premeasurement of the organization and supervisor by faculty members of the division. The results from the survey, in the context of a departmental problem-solving meeting facilitated by the Division Chairperson, were fed back to identify problem areas and get subsequent development of action plans. Those solutions were prioritized in the order the department wanted the division's support in implementation.

A division-wide meeting facilitated by the Division Chairperson was held. Each department presented its issues and proposed solutions. The group then prioritized the issues by those that required the total division support to implement. Then action plans were established to carry out the top priority items. Post measurement of the activities was obtained by resurveying with the same instrument and holding a series of personal interviews with those directly impacted by the study.

Measured change, although not statistically significant in management style, were noted by a pre- and post-survey. Positive changes in the leadership behavior of the Division Chairperson were perceived by himself, faculty members of the division, and administrators within the college.

Short term interventions can produce measurable change but require high personal interest on the part of the client and need management support to implement some of the action plans. Organizational change took place as department coordinators and faculty members modeled some of the facilitative and problem-solving skills in group meetings.

Role conflict and role ambiguity were found to exist at the Division Chairperson level in the community college.

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Chapter 1

INTRODUCTION TO THE RESEARCH PROJECT

The research project client consisted of a Division Chairperson and an academic division of a California Community College, a two year educational institution that offered Associate of Arts degrees in vocational and academic disciplines.

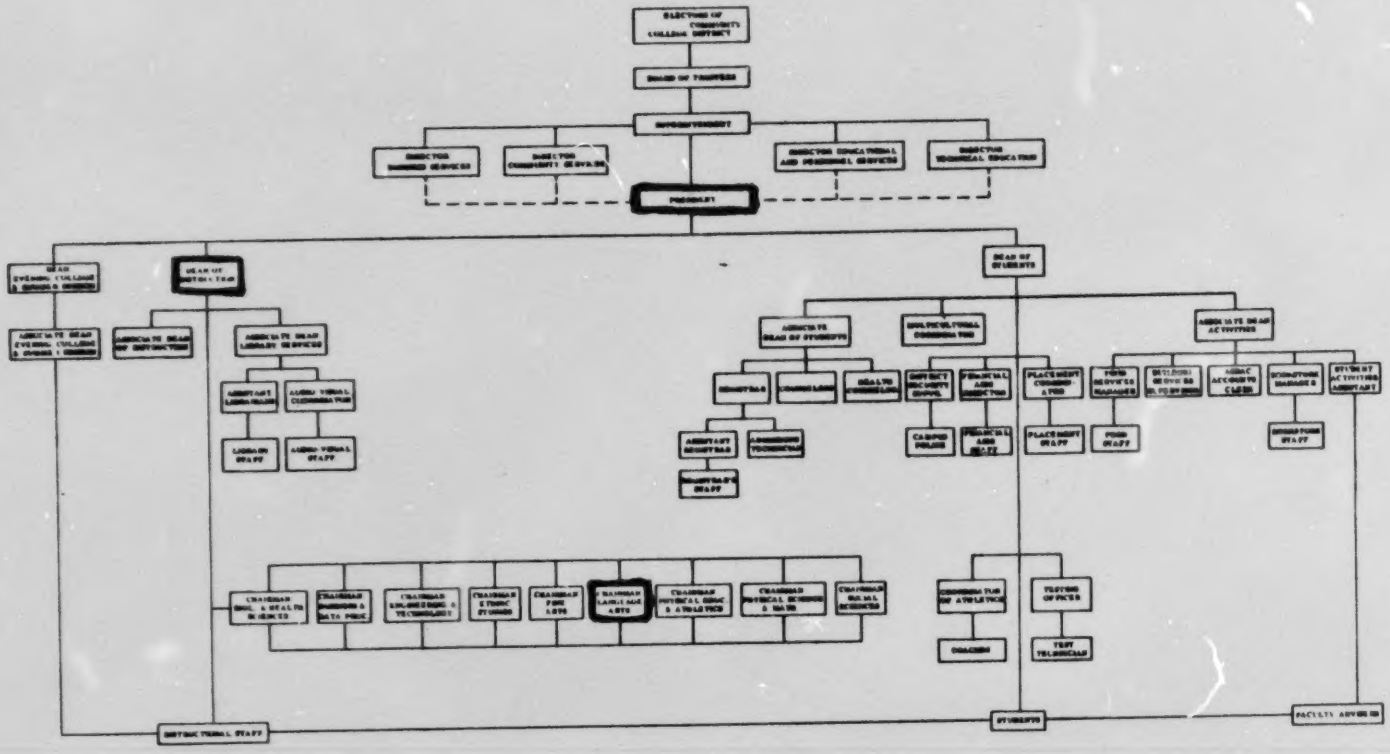
The college was made up of nine instructional divisions with a total full- and part-time staff of 795 persons. The division under study was the Language Arts Division with three departments: English, Foreign Language, and Speech. There were 31 faculty members and three classified staff members (one full-time, two part-time). Organizationally, the division was managed and administered by the Division Chairperson while the departments did not have designated department chairpersons or coordinators. (See organization chart, page 2.) The Division Chairperson had served in that position for four years.

INITIAL GOALS

The original goal of the project was to have an academic division of a community college design its own staff development system or program. The system was to be designed jointly by the Division Chairperson, faculty, and staff working in a mutual problem-solving mode with the consultant-researcher serving as a source of information on the process and skills necessary to work out the system. The consultant, as a change agent, would model the skills required to establish

Chart 1

COLLEGE ORGANIZATIONAL CHART



a participative organizational climate and would assist the organizational team leader (the Division Chairperson) in building the same kind of skills.

The staff development system was to have three major divisions:

1. Professional development
2. Personal development
3. Organizational development

Organizational development was to be a designed process that allowed both faculty and administration within the division to become aware, build skills, and learn more about how they could as individuals function together as an effective total organizational unit (the division) within the context of the larger organizational system (the college).

It was hoped that by using the total process of mutual problem-solving and inclusion along with direct process consulting, the individuals in the division would experience behavior change as well as ownership and commitment to implement and maintain the ongoing staff development system. That result would be consistent with two organizational change assumptions:

1. If people are involved in the design, problem solving, and decision making required to build a program, there will be individual and organizational change.

2. The change agent's model of behavior and feedback has a major impact on whether or not there is organizational or individual change.

CHANGED GOALS

Before the project began a decision occurred that affected the goals of the project as well as the methodology of the study. That decision was to form a three-person consultant-research team rather than a one-person project. The formation of the consultant team had a major impact on how each would act relative to the project and each other, what portions of the project each studied, and what methodology of measurement would be used to evaluate the results of the project. In addition, the decision led to the possibility that not only would the research test some organizational change theories, but would supplement those findings with information on how effective a three-person consultant team could be and what were some of the problems and learnings about working in a triad.

One of the consultant team members brought to the project a strong background in using testing instruments as a form of organizational intervention. In past consulting situations, she had used the instrument Organization Dynamics Survey not only as a pre- and post-survey tool but also in conjunction with a short feedback and problem-solving meeting as the method of giving the pre-survey results back to the departmental groups. Because of the prior experience in using the feedback session as a problem-solving model the consultant team decided that the feedback session could be used as a teaching aid for both the Division Chairperson and the division faculty in learning the skills and methods to problem solve. It was hoped then that the group would take those learned skills and use them later in Phase III to design the staff development program.

The consultant team then decided to take the original goal of designing a staff development system and modify it into three subgoals or phases.

Phase I Survey of organizational unit and feedback session

Phase II Modeling, consulting, and training sessions

Phase III Design of staff development system

The team then decided to build into the end of each phase a decision-making juncture or point. This point would be where a decision was made to go or not go on to the next phase in the organizational change process. The decision to move or not move on was left entirely up to the client (the total division).

That phase-by-phase decision-making process turned the focus of the project from a goal of designing a staff development system to focusing on completing each phase, one step at a time, without looking at the total continuity or integrating process of arriving at a fully implementable program of staff development. The result was that the faculty would be involved in only two parts: the survey and the feedback sessions.

With the accent now on the survey-feedback phase the goal of the research project changed to: Could one impact a manager's leadership style and affect change in an organization by building skills with a short term intervention using modeling, process observation, and feedback of the survey results as the principal tools of the change agent(s)?

Subgoals were also established: 1. Department coordinators would begin to model the participative style exhibited by both the consultant-change agent and organizational manager and begin to

coordinate their efforts within the division. 2. The coordinators would spontaneously contribute more information to policy and major decisions within the division. 3. As the coordinators would take on more of the coordinating role and would give more information to the Division Chairperson for decision-making this would free up the time of the Division Chairperson for other administrative and managerial functions. This "freeing up" of his time would be due to the fact that the Division Chairperson would not have to initiate the coordinating function or spend time seeking input and involvement. Coordinators would be self-motivated to be proactive rather than reactive in their functional role.

FINAL GOALS

In summary then, the project was divided into three parts: One member of the team examined the results of the intervention (survey-feedback) on the total organization (Division Chairperson and faculty of the division) while another member of the team studied the effects of three consultants working together on a common project. The third member of the team did this study, the focus of which was the effects on the Division Chairperson's (the organization manager) actions and behavior as a result of using direct consultation with a change agent (the researcher-consultant). Additionally this study focused on what changes occurred in the Division Chairperson's leadership style as a result of ongoing verbal and written feedback from the consultant team regarding his performance.

Chapter 2

LITERATURE REVIEW

With the goals of the project defined as measuring the impacts and results of short term interventions on the Division Chairperson a search was begun through literature in the field of Community College Administration and other related topics. The objective of this review was to find any past similar studies for comparison, get better role definition of the Division Chairperson's job, or find any standards or criteria of leadership performance at that level of administration in the community college. Finally, the review sought information relative to organizational change in the field of education at the community college level.

A search of the literature revealed that there has been very little done in the areas of organizational change or management change, and much less in the area of behavioral change at the division chairperson level. Some material has been written about the need for administrative or management development at the administrator level, but few reports, studies, interventions, or training programs are designed to achieve organizational or behavior change. In addition, the researcher could find no reports of in-service training in organizational or behavioral change for college administrators.

The Community and Junior College Staff Development Symposium showed that administrative and organizational in-service training

should be done by individuals within the college. The general findings suggested that more training should be done on the human relations level and this should be preceded by some type of needs survey.[1]

Robert Lahti discussed amateurism in the administration of higher education. He pointed out that industry is ahead of educators in an attempt to deal with the problem through in-service development of potential management talent.[2]

Robert DeHart suggested that what a college needs is professional administrators who can function within a context of ambiguity with the skills to operate in several organizational models rather than assuming the hierarchical model is always appropriate.[3]

Recent literature has expressed a concern over the division chairperson's function and further search turned up very little information on models, skills, or leadership styles required to carry out the job. Richard Richardson found that there is virtually no information available on the role of department or division chairmen in two year colleges.[4]

John Lombardi reviewed the status of middle management pointing out the duality of the chairperson's role of administrative

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[1]"Staff Development Symposium," Community and Junior College Journal, II, 11 (November, 1973), 40.

[2]"Developing Leadership of Higher Education," College and University Business, XLVIII, 5 (May, 1970), 61.

[3]"The Enlarging of Talent," a paper presented at Symposium on Management Development, Pajaro Dunes, June 1976.

[4]"Departmental Leadership in Two Year College," Current Issues, LXXI, 2 (March, 1967), 244.

responsibilities while retaining faculty status. He described some of the new models of organization being attempted to effect changes in the structure of middle management organization and concluded that administrators are unable to deviate very far from traditional structures and practices.[5]

Several dissertations have focused upon the role and responsibilities of division chairpersons and in general have concluded that division chairmen do not have a common role definition and suffer role ambiguity.

Jim Hammons and Terry Wallace did a national study of staff development needs of public community college department or division chairpersons. Some of their major conclusions were the following:

> Preservice preparation and in-service education of chairpersons is at best nominal and in most cases nonexistent.
>
> Self-improvement through reading is minimal.
>
> There is a critical lack of managerial skills.
>
> There is a lack of knowledge and skills needed to oversee curriculum development and to manage productive instructional innovation and change.[6]

Richard Coskey suggested establishing criteria for administrative change and indicated that administrators are charged with not only educational leadership but bear responsibility for change and

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[5]"Prospects for Middle Management," Community College Supplement to Change Magazine, IV, 8 (October, 1972), 32A.

[6]"Staff Development Needs of Public Community College Department/Division Chairpersons," a partial report in mimeograph form distributed by the Center for the Study of Higher Education, Pennsylvania State University, 1976.

innovation. He went on to propose that in any change administrators must keep the total mission of the institution in focus, marshall resources of change, and establish the parameters of change. He further stated that faculty is willing to cooperate to reach common goals and willingly will be responsible for the consequences of their decisions if they have an opportunity to participate in the formulation of those decisions. All changes must be functionally related to both institutional and program goals.[7]

Robert Hirschowitz stated that many total institutions have functioned as "paternocratic" systems; they cannot be expected to assume unfamiliar-democratic-participative modes of function without guidance. Such guidance can be provided by a consultant or consultant team who can help leaders define and surmount the adaption problems which beset them. He went on to say staff difficulty in addressing issues of shared concern derives from two main sources: from technical difficulty in prospective, proactive planning, and from habituated patterns of conflict-management by restrictive control or avoidance.[8]

Charles McMillian indicated that in trying to achieve teaching or learning improvement, groups relied on two general theories of change: subordinates' participation in relevant decision-making and problem-solving processes, and the importance of leadership behavior as exhibited by the change agent. He further indicated that Guest and Owens had proposed that participation of subordinates in

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[7]"The Conditions of Institutional Change," a paper presented to University of New Mexico College of Education, March 1974.

[8]"Development of Staff for Institutional Change," Adult Leadership, XXIII, 1 (January, 1975), 203.

decision-making processes that affect them facilitates effective change in organizations.[9]

James Hammons reviewed the results of 155 faculty from seven different institutions six months after a one-day workshop and found that less than 10 percent had any measurable change in their teaching behavior even though they felt good about the session.[10]

Auburn University reported on a leadership development program for junior college staff that included two day in-service conferences during the year for administrative teams of several colleges. As a result of the experience of this program the report suggested that leadership development programs maximize the team approach in solving simulated problems, and that the consortium approach can be successful.[11]

In summary, the literature search revealed a concern for amateurism in the administration of higher education. Research has been designed to clarify the role and functions of the division chairperson. However, there has been very little research in the area of organizational or management behavior change at the college divisional level nor was there any evidence of survey-feedback having been used as a means for bringing about organizational change.

The purpose of this project was to study the effects upon management or organizational behavior that result from a management consultant team using a survey-feedback process.

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[9]"Organizational Change in Schools," Journal of Applied Behavioral Science, II, 3 (October, 1975), 44.

[10]"How Effective are Short Term Faculty Workshops," Audio-Visual Instruction, XX, 10 (December, 1975), 26.

[11]"A Program for Development of Junior College Staff: Final Report to the Office of DHEW," (August, 1970).

Chapter 3

PROBLEM SITUATION AND ACTION PROGRAM

With some encouragement from the Auburn University findings that in-service training could have positive results when administrative teams are used, and following Hirschowitz's suggestion of using a consultant team for guidance in creating a different mode of team problem solving, the problem for this project was defined as: How could one use a short term intervention to change the administrative behavior of the organization manager and the sub system managers? Secondly, could one bring about a change in the mode in which individual members of the organizational unit function together?

PROJECT CLIENT'S PROBLEMS AND GOALS

While the focus of the research project process had been directed toward solving the problem of getting administrative and organizational change, the client of the project perceived two additional problems.

Organization Unit Problems and Goals

The Division Chairperson stated that although the faculty members were professionally competent and worked effectively as individuals, he wanted to improve their intragroup behavior and specifically work to improve areas of their personal communications, their

attendance at staff meetings, and their cooperative efforts to support division proposals.

His Personal Goals and Problems

The Division Chairperson wanted to improve his managerial effectiveness and his comfort level with his personal style of social interaction (one to one or in groups) as compared to that of his predecessor. Lastly, he wanted to increase the time available for him to do administrative and managerial functions.

CLIMATE FOR PROBLEM SOLVING

The president of the college, who had a nationwide reputation for innovation and high standards of excellence, gave permission for the project within the college. The president was very interested in the process of administration and encouraged the placement of decision-making and problem-solving at the lowest possible level within the college. The Dean of Instruction, the immediate supervisor of the Division Chairperson, also authorized the ongoing work. The Division Chairperson volunteered his division and had a great deal of personal interest in the outcome as well as a high level of energy and enthusiasm to carry through the total process. The faculty and staff members had an opportunity at the first division-wide meeting to accept or reject the project and chose to accept the process through the first phase (survey, feedback session, and post-survey). The researcher therefore felt the climate was one of willingness to problem solve mutually and also had management's interest and support.

CONSTRAINTS

One of the constraints was the short amount of time available between the beginning of the process and the time the academic year ended (five months). At that time the faculty would split up for the summer. This short time put some real time constraints on the process of mutual problem-solving, the generating of solutions, and the implementation of those solutions. Within that five month period the post-survey had to be administered.

The second constraint was that the division by their choice could stop the process at any time and not move on to the next major phase. Finally, the varying class schedules of the faculty, reluctance to work during "off" work hours, and the full schedule of the consultant made it difficult to schedule common meeting dates for the total division as well as try to schedule problem-solving sessions for the subgroups (departments).

PRELIMINARY QUESTIONS ON STRATEGIES

Several questions needed to be answered before the consultant team began to implement the action strategies. To achieve maximum benefit from the groups' activities the following six questions were answered in the affirmative before the feedback, problem-solving sessions commenced.

1. Were the individuals who had formal organizational power and accountability to either confirm or deny decisions involved and informed?

2. Was the group solving issues that were within their organizational jurisdiction?

3. Were those that were directly impacted by the decision involved?

4. Since the action was over such a short time span, was the problem-solving primarily focused on task-oriented problems rather than on relationship problems?

5. Was there a high degree of visibility to the process?

6. Was there a constant effort to give ongoing feedback to individuals relative to their performance, progress on projects, content and issue contributions, and participation?

STRATEGIES

The action strategies required to carry out the project goals and accomplish the problem-solving goals of the client were categorized into six sequential phases: prework, initial contact, pre-survey, ongoing contact, post-survey, post-project. Basically, the prework initial contact phases were covered prior to the pre-survey. The following sections outline the primary planning and action tasks that were carried out in each phase. Each number represents a separate incident. In parenthesis is indicated the general methodology used for that step.

Prework

1. The consultant-researcher shared his vision concept of the project with other potential team members (informal, separate, one-to-one conversations).

2. Potential consultant team members met together (an informal, semi-structured problem-solving meeting) to consider:

a. whether or not to work as a team

b. whether each had a high interest in this type project

c. each member's expectations and what he saw the other team members brought to the project

d. what roles did each expect of others and himself

e. what was the process design of the next step if we said go

3. The consultant-researcher gained permission from the Chief Executive (college president) to enter the system (informal one-to-one conversation, off campus).

4. The consultant team reached a decision to go ahead with the project (group-mutual decision-making session).

5. Involved parties selected the organizational unit and accepted the project (group mutual problem-solving and decision-making meeting). Participants were the President, Division Chairperson, the college's Organizational Development specialist, and three consultant-researchers (the project team).

6. The group defined goals and objectives (meeting: division chairperson and three consultants).

a. explanation of the project

b. identification of chairperson's needs and consultants' needs

c. decision on the next step to take in the process

d. agreement as to time frame, roles, general design

Initial Contact

1. The consultant team and Division Chairperson met to decide (informal problem-solving)

a. division meeting strategies

b. standards of performance for the Division Chairperson

c. roles each would have in meeting

2. A general meeting was held with total division

a. defined team's need for a project and concurrence of Division Chairperson

b. explained survey-feedback process and possible future program goals (staff development)

c. obtained decision from group to go through Phase I

Pre-Survey

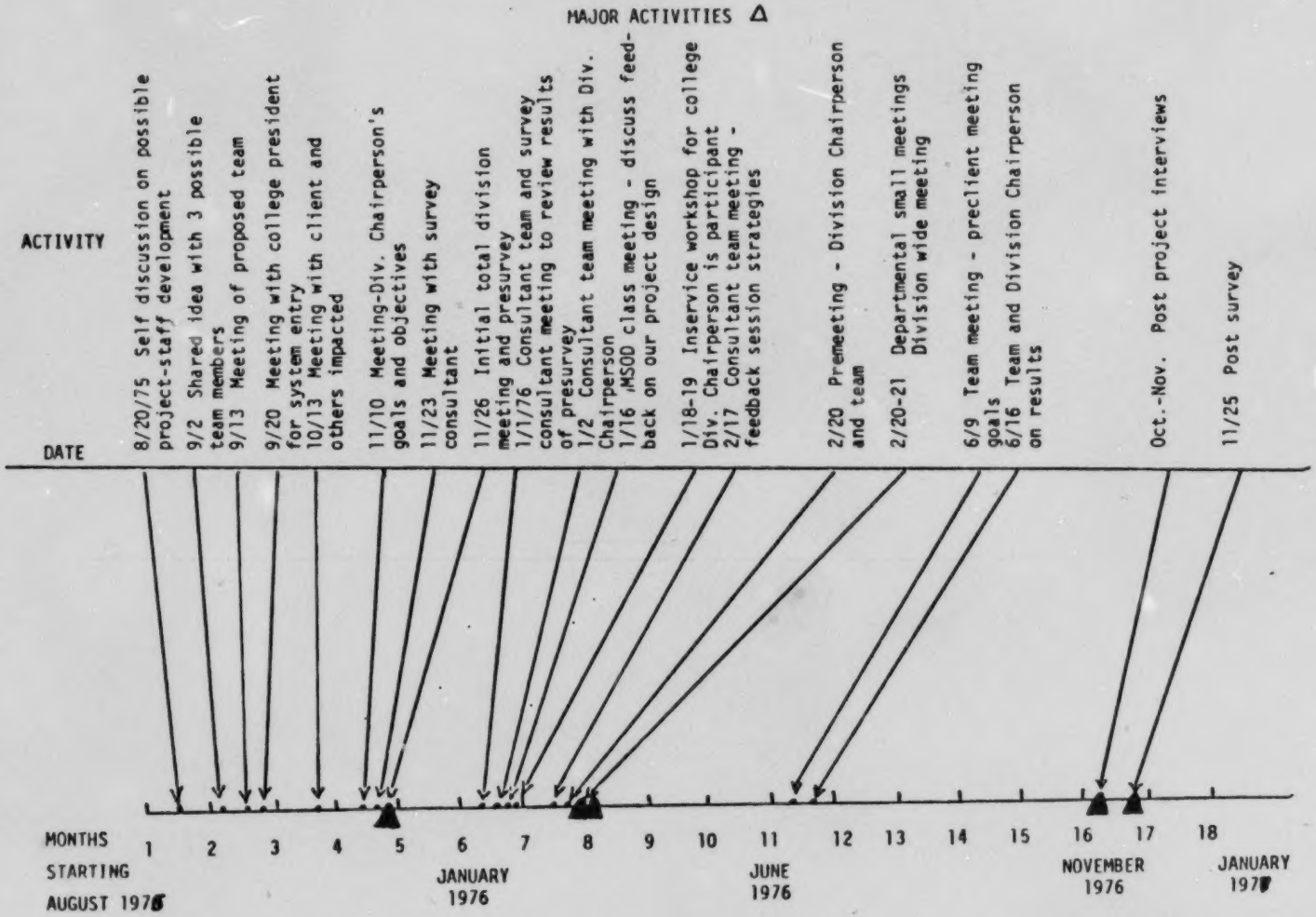
The consultant gave the Orgarization Dynamics survey to 23 members present out of the total 35 member faculty. This survey was done at the end of the initial contact meeting described above. Because the survey was taken voluntarily, 12 members chose not to participate in the survey or departmental feedback sessions. However, those individuals later attended the final division meeting.

Ongoing Contact

1. The consultant-researcher set up a series of feedback sessions (one with each of the three department groups and Division

Chart 2

PROJECT ACTIVITIES AND TIME SEQUENCE


MAJOR ACTIVITIES Δ
ACTIVITY
DATE
8/20/75 Self discussion on possible project-staff development
9/2 Shared idea with 3 possible team members
9/13 Meeting of proposed team
9/20 Meeting with college president for system entry
10/13 Meeting with client and others impacted
11/10 Meeting-Div. Chairperson's goals and objectives
11/23 Meeting with survey consultant
11/26 Initial total division meeting and presurvey
1/1/76 Consultant team and survey consultant meeting to review results of presurvey
1/2 Consultant team meeting with Div. Chairperson
1/16 MSOD class meeting - discuss feedback on our project design
1/18-19 Inservice workshop for college Div. Chairperson is participant
2/17 Consultant team meeting - feedback session strategies
2/20 Premeeting - Division Chairperson and team
2/20-21 Departmental small meetings Division wide meeting
6/9 Team meeting - preclient meeting goals
6/16 Team and Division Chairperson on results
Oct.-Nov. Post project interviews
11/25 Post survey
MONTHS STARTING AUGUST 1975
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
JANUARY 1976
JUNE 1976
NOVEMBER 1976
JANUARY 1977

Chairperson) three months after the survey to examine survey results for their department.

2. The consultant-researcher discussed with the Division Chairperson before each meeting the subjects of:

a. skills to use

b. performance objectives

c. how to review survey findings

d. role definition for consultants that meeting

3. The consultants attended a division-wide meeting one day after three departmental meetings: (see Appendix A)

a. discussed what problems the departments were working on

b. received division support for intercollege proposals

c. attempted to get decision to move to Phase II (training)

Post-Survey

The consultant received surveys taken by sixteen individuals of the original group of 23 (informal distribution by Division Chairperson). The other seven surveys were never completed.

Post-Project

1. The consultant-researcher arbitrarily selected fourteen persons to interview on a one-to-one basis on campus using a structured questionnaire. Eleven of the fourteen were members of the division who had taken the survey, one was a member of the division's classified staff, one was a peer of the Division Chairperson, and one was the Chairperson's supervisor.

a. faculty of the division (6)

b. staff of division (1)

c. chairpersons (2)

d. deans (2)

e. consultants (3)

2. The researcher compared data from the post-survey with the pre-survey.

3. The researcher provided feedback to the client (letter-memo).

a. copy of interview to interviewees

b. project proposal to Division Chairperson

c. general findings and ongoing feedback from interviews

4. The researcher wrote findings.

5. The researcher submitted information to professional journals, magazines, and periodicals.

HYPOTHESES

The first hypothesis was that as a result of a short term (one to three days) with a change agent the Division Chairperson's management style would become more participative as measured by the Likert Organizational Dynamics Survey.

The second hypothesis was that as a result of direct process observation and personal feedback from a consultant team the Division Chairperson's managerial effectiveness (listening, group facilitation, issue or decision-making focus in group settings, and statements of his personal position on issues) would become more clear and direct as perceived by himself, the consultant team, members of the division faculty,

supervisor, and peers. The evidence for this second hypothesis came from interviews with those involved with the Chairperson in meetings and the specific feedback sessions.

Chapter 4

METHODOLOGY AND DESIGN

As there were two different goals for the project--(1) to effect change in the style of management or leadership used by the Division Chairperson, and (2) to ascertain whether there would be increased managerial effectiveness as a result of direct consultation--the means of measuring the results were different.

METHODS

Management and leadership style was measured by using a one hundred question organizational survey in a pre- and post-test process. Because managerial effectiveness is a function measured by both task accomplishment and successful interactions with others on a relationship level, personal interviews in a post-project period were used as a means to capture the perceptions of those directly affected by the managerial efforts of the Division Chairperson during the project period.

The organizational survey used in this project was "Your Organization Survey" prepared by Organization Dynamics, Inc., of Berkeley, California. The instrument measures six perceived operating behaviors and intervening organization variables as presented by Likert. Changes in leadership style and climate were measured by utilizing two of the six survey indices, supervisory leadership and team interactions.

The survey questions (with a few exceptions) focus on how people relate to and work with one another. The responses to the questions produce a perceived organizational profile for each work group and for the total organization.

The profile on the survey denotes 19 major indices. These indices are based upon three to five questions that have been established through research by the Institute for Social Research. There is a "cause and effect" sequence that flows through the series of indices. Chart 3 illustrates the basic pattern of these relationships:

Causal variables: These start with a supervisor who causes things to happen plus those factors which shape the organization (policies or structure) and those which determine the climate for innovation.

Intervening variables: Those factors within a work group which either help things happen effectively or hinder the mission from being accomplished.

End results: Those factors which indicate to what degree people are satisfied with their environment and are achieving a high level of performance.

Basically the survey showed a "momentary picture" in time of what was going well within the division and where improvements were needed; it indicated, in a summary profile, the differences between the least effective and most effective organization.

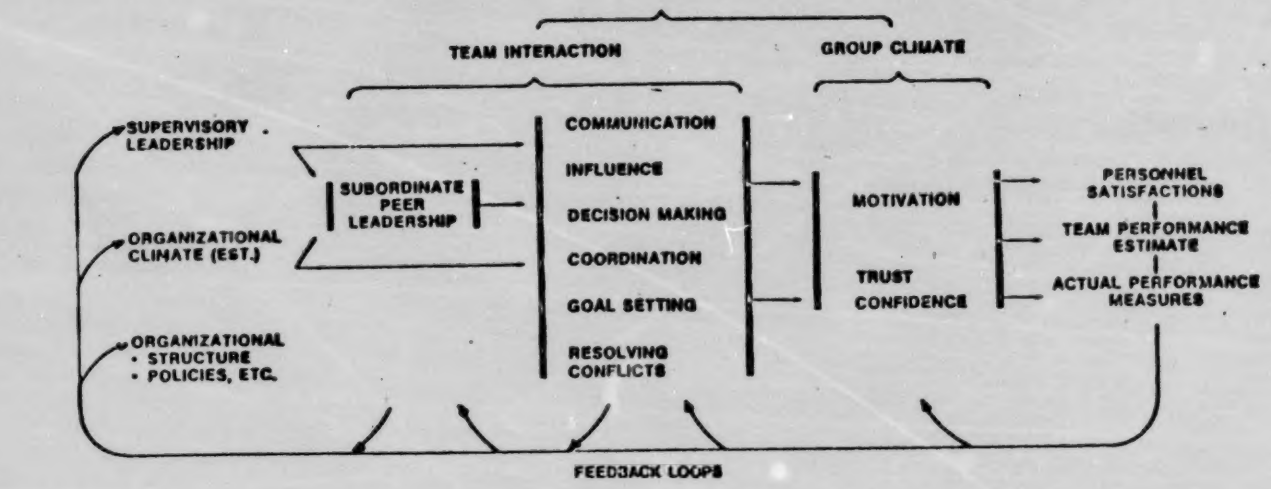
THE SURVEY INDICES

There are 19 major indices in an organizational profile. Each is based upon three to five questions that have evolved from studies by

Chart 3

Major Variables Influencing Organizational Effectiveness

Based on ISR Studies



the Institute for Social Research. The explanation for both the indices and the sequence flow is found in the previous chapter entitled "Methodology and Design".

For the purpose of this study only two indices were utilized and compared in the pre- and post-project results: Supervisory Leadership and Team Interactions. The remaining indices were used by one of the other research team members to measure change within the total divisional unit, not just that of the Division Chairperson.

Supervisory Leadership

Studies by the Institute for Social Research from 1967-1970 isolated four major kinds of leadership behaviors that are a part of effective group functioning:

1. support - behavior of one person toward another that increases the other person's feeling of his own worth as a person.
2. goal emphasis - behavior of one person that stimulates in another a genuine enthusiasm to achieve commonly shared goals.
3. work facilitation - behavior that helps another person accomplish more by removing obstacles to his or her performance.
4. team building - behavior between two (or more) persons that builds a closely knit, cohesive interaction that accomplishes common goals with less effort.

These behaviors are not limited to the formal leader. They are functional and exist to some degree among all members of the group.

More effective facilitation and leadership skills develop as the members begin to model the successful leader's behavior. When these indices are explained to the subgroup and the team profile is examined, the leader and members begin to see the skill and knowledge required for effective leadership.

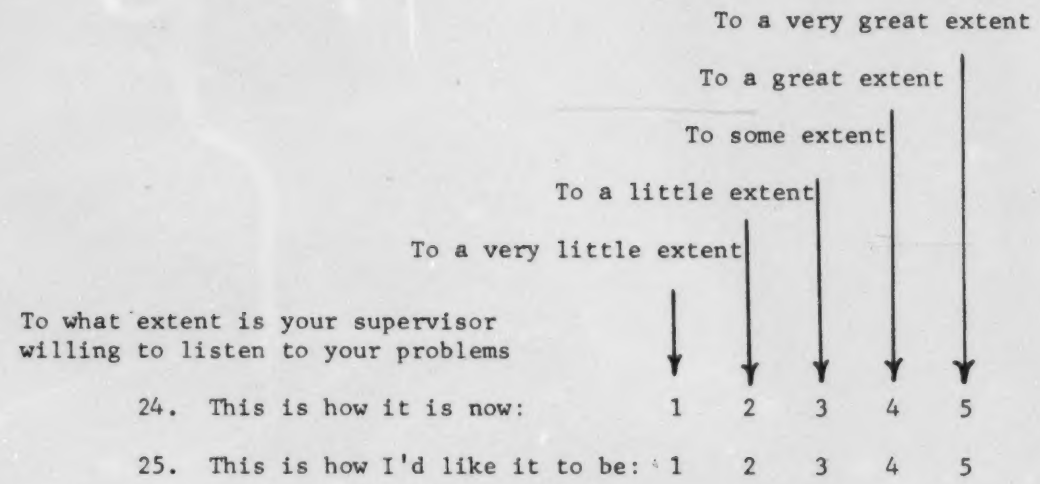
Team Interactions

The effects of leadership, whatever pattern is used, influence and are illustrated by the interactions that occur as a group works on its task or goal. The survey breaks down team interaction into six major indices:

1. communication
2. influence
3. decision-making
4. coordination
5. goal-setting
6. resolving conflicts

Through the successful actions in the areas indicated by these indices a supervisor can do work more efficiently (doing more things in less time) and effectively (doing more things right). This pattern of leadership style generally is found to be more participative and stresses improvement of organization process and performance as well as people development. The individual who used this pattern is sometimes called "the Human Resources Supervisor."

On the following page is listed an example of the type of question used in the survey as well as the design of the scoring process.


To a very great extent
To a great extent
To some extent
To a little extent
To a very little extent
To what extent is your supervisor willing to listen to your problems
24. This is how it is now: 1 2 3 4 5
25. This is how I'd like it to be: 1 2 3 4 5

The individual departmental tabulated survey results were presented to each of the three departments separately by the Division Chairperson. The data were returned in the beginning of a one-half day workshop composed of the department faculty members who took the survey, the Division Chairperson, and the three members of the consultant team. With the help of the Division Chairperson who acted as a facilitator, this workshop group analyzed their data, isolated problems, and developed action plans to implement the solutions.

After each departmental group developed its action plans, the division met as a whole and the respective action plans were shared by each department. It was then decided that a specific proposal or two from the total presented by the departments would receive division support. These proposals, which had intracollege impact, were then carried forward by a member of the division to the next process point, the next action step required for policy change, review, or decision making.

In the past, most proposals lacked departmental coordination and consensus division support, but this survey-feedback method established

a new pattern for the organizational units in intracollege or interdivisional affairs as department coordinators and other division members who chaired other meetings began to model more facilitative behavior.

In summary, the survey instrument was used as a quantitative measuring tool to indicate if there had been a significant deviation in the leadership behavior of the Division Chairperson as a result of the interventions with his team and the consultant team. In addition, the results of the survey served as a catalyst to problem solve on both department and division levels. The data analysis, problem-solving, and decision-making process led to team building and manager and organizational change.

One major change occurred in the survey portion of the project design. The post-survey measurement originally was to be done in June but was not accomplished until November 1976.

INTERVIEW EVALUATION DATA

Since the managerial effectiveness change was to be "as perceived by others," interviews were done with subordinates, peers, and administrators. In addition to obtaining interview data from those directly impacted by the Division Chairperson, a series of interviews were held with the consultant-research team members.

Questions that were used for both the faculty and consultants are shown in Appendix C. The questions were not changed during the total interviewing process.

Interviews were conducted with Language Arts faculty members, staff members, other division chairpersons, Dean of Instruction, Dean

of Student Services, the Division Chairperson himself, and the consultant-researcher team. All interviews, with one exception, were conducted on campus in the office of the interviewee. No other persons were present during the interviews and a tape recorder was used. Draft copies of the interview were given back to the interviewees and they were asked to correct, modify, and return those corrections to the researcher-interviewer. The Division Chairperson was interviewed in May 1976 in a group setting in his office during the post-project period, but prior to the administration of the survey instrument that was given in November 1976 as the post-project measurement. The three members of the consultant-research team were the only persons present during this interview.

In each meeting two consultant team members process-observed the group while one served as a fact person (survey expert) interacting directly with and as part of the group. One of the consultant process observers specifically watched and listened to the Division Chairperson as he carried out the role of group facilitator.

Specific examples, notes, and charts were kept of the Division Chairperson's actions and behaviors during these three departmental group problem-solving sessions. The Division Chairperson spent a few minutes in a pre-meeting session with the consultant team to set performance objectives, and then there was an opportunity to review the accomplishments and self goal achievement at the end of each meeting in a scheduled debriefing period.

The index or criteria for measuring any positive changes in his managerial effectiveness was to note the number of times he stated his personal preference or position, summarized individuals' input,

summarized or called attention to focus on the issue or decision at hand, or obtained some overt signs of a consensus or decision-making junctures. These observations were compared to those of the consultants and to other observations of his leadership behavior at meetings prior to the study.

Chapter 5

DATA AND ANALYSIS

The survey instrument was explained to the division personnel in a general meeting November 26, 1975. During this meeting particular attention was paid to the fact that the terminology of the survey was oriented toward the business community. The consultant further explained how the survey would be used as a pre- and post-project measurement and how the data from the pre-survey would be the subject of a one-half day feedback session. Many of the business terms used in the survey, such as "company," the consultant verbally redefined in terms appropriate to the college community.

The survey was given to the group to complete in the campus classroom where the meeting was being held. The consultant directed the participants to "complete all the questions," and stated "you are free to leave as soon as you finish." Twenty-three members of the 35-person division completed the survey at that time.

After the survey had been run through the computer, the results were shared with the Division Chairperson in a meeting with the three consultants. The consultant who had the survey experience shared her impressions of what the data indicated, what areas might be of concern, and in general reviewed some of the types of questions the Division Chairperson might get from the faculty. Prior to the departmental feedback session, each faculty member received a copy of the department

profile, the one hundred question text, and a cover letter generated by the Division Chairperson (see Appendix A). This data package was sent approximately one week prior to the departmental meetings.

DIVISION PROFILE (PRE-SURVEY)

Generally, the profiles of both the departments and the division as a whole indicated that the college organizational unit sees itself and the supervisor as a fairly effective unit. Relative to other business, government, or education profiles this particular curve is high. The division (Chart B-1) highest response average (4.6) fell under the category of supervisory support. The lowest rated categories (2.7) were team interaction coordination and organizational climate (college). The low average in organizational climate was brought about by a very low response average (1.7) in the area of "adequate information available about other departments" (other college areas). The low rating in interaction influence under organizational climate indicates that the division felt they had little influence on intercollege operating or policy matters.

DEPARTMENT PROFILES

Charts for the department profiles are shown in Appendix B.

English (B-2)

The English department profile reflects the general feeling the rest of the division holds about having little influence on intercollege issues or policy making (2.6 versus 2.7). In addition, the department's lowest area is in the area of coordination of team

interactions (2.5). Basically the coordination area includes reflections on such questions as: do you encourage each other? coordinate plans? have interdepartmental coordination with the division? or do you feel you and others in the department are a team when you function together? The department felt extremely strong about their support from the division chairperson (4.6) and this supervisor support is also reflected in the confidence and trust area (4.1). Questions of confidence and trust relative to one's supervisor and in turn how he trusts his subordinates help define this area of group climate, trust, and confidence.

Foreign Language (B-3)

The Division Chairperson's strengths are reflected in the profile indices of Supervisory Leadership-Support, Team Building, and trust confidence; the supervisor is willing to exchange ideas and encourages others to share ideas and opinions.

Speech (B-4)

Throughout the pre-survey period and during the initial division meeting members of the speech department stated they really enjoyed their work, worked well as a team, supported each other, and felt they had so few problems there was no sense in surveying them or scheduling a problem-solving session. They stated they practiced what they preached in the area of communications and goals and objectives setting. The reflection of this satisfaction with job, organization, supervisor, and work group is clearly reflected in the total profile.

Department Comparative (B-5)

Members of the Foreign Language department several times stated "they felt out of the Language Arts Division because of the academic differences and uniquenesses of their discipline." In addition, to a minor extent, they indicated that because of pure numbers the English department's concerns and problems were often "more heard and responded to" than other departments. The profile similarity between English and the total division profile seems to bear this point out. The extraordinary "esprit de corps" of the Speech department is clearly seen in a comparison of the departments and division profiles.

POST-SURVEY RESULTS (B-6, 7, 8)

The pre-survey of the 23 members of the division was accomplished in a group setting November 26, 1975. Approximately one year later, the week of November 22 to 26, 1976, a second post-survey was completed by 16 members of the original 23 member division group that took the pre-survey. Three members were no longer in the system, and two refused to retake the survey because the language in the survey was business-oriented. The additional two members, for no known reason, did not take the test. The division Chairperson informally handed out the surveys or had them sent to the individuals. The members of the Speech and Foreign Language departments mixed their group codes up so there is no differentiation on eight of the surveys; consequently, there is no separate profile for the Speech or Foreign Language departments.

Various "t" tests were run on the pre-post mean differences survey results, and with one exception no item had sufficient deviation to indicate the change experienced was more than random. Supervisory leadership and work facilitation was found to have a significant deviation with an error factor of 0.194.

SURVEY SUMMARY

In summary, the results of comparing the pre- and post-tests do not show significant measurable change in the manager's style as measured by the Likert scale. Three significant occurrences directly affected the post-survey. The first item was the long period between the end of the intervention and the post-survey (nine months). The delay was further impacted because during that time the staff had their three month summer vacation. Secondly, the Division Chairperson announced his resignation at the last division meeting in June. Finally, the manner in which the surveys were handled in the post-survey influenced the attitude in which the surveys were taken. No time was spent in redefining the terms in the survey. The surveys were not presented to the group and administered during a scheduled time, but rather were passed out randomly during a busy week to those who had taken it before, and they were asked to return them at their convenience.

The researcher believes the three significant uncontrolled occurrences caused the post measurement to be lower than it would have been with a shorter testing interval, duplication of the original testing conditions, and the chairperson not resigning.

Although there was not significant statistical evidence of change in this study comparing the pre- and post-survey profiles of the departments and division, some general observations can be made about Likert survey results.

1. The profile of a work group does not change in a pre- and post-survey unless there is some type intervention other than the survey itself.

2. Whenever Supervisory Leadership profiles are high, Team interactions and Peer Leadership tend to have lower scores and to follow the same general profile of a "zigzag." If a supervisor is particularly effective in one-to-one interactions with the team, the profile tends to be around the 3-3.5 range. As the supervisor becomes or is more participatory or integrative in his or her style and seeks input, the profile has a vertical tendency up to the 4.5-5.0 range.

3. As groups take the second survey the scale of 1-5 takes on a different calibration as individuals become more critical and discriminatory about the same questions. In other words, the participants have a better idea of work facilitation and team building and so become more critical of what they currently have. A small change in improvement relative to the first score could be a fairly large improvement in reality.

4. After the first survey and problem-solving sessions, the group's tendency is to move away from accenting the aspect and scores of team building and move more toward a task orientation, work facilitation, and skill building if the program continues.

5. There normally will be some discrepancy between the actual and ideal profile. The ideal profile becomes more realistic as the group sees more in detail what is required for an effective unit. The ideal and actual indices virtually never coincide totally.

THE INTERVIEWS

The second hypothesis of the research project was, "As a result of direct process observation and personal feedback from a consultant team the Division Chairperson's managerial effectiveness (listening, group facilitation, personal directness of position or preference, and issue, or decision-making focus) would improve as perceived by himself, the consultant team, members of the division faculty, supervisor, and peers." An arbitrarily selected sample group of the division faculty and staff were interviewed using a structured questionnaire in an on-campus one-to-one situation. Three of the 16 persons interviewed were department coordinators; these coordinators were interviewed at the request of the Division Chairperson. The interviews provided the following information with reference to the second hypothesis. (The exact interview comments can be found in Appendix C.)

Listening

Regarding the change in the Chairperson's listening, the interviewees felt he summarizes other points of view and is more receptive to hearing a point of view different than his own. He practices facilitative listening to polarized groups within meetings. Both his verbal and written summaries of expressed views are accepted by others.

Personal Preference

The Chairperson states clearly his own position early in problem solving and is clearer and more confident in sharing his ideas and suggestions. He is less defensive about other points of view that are contrary to his. Those interviewed felt they can trust him more and feel more confident when he shares his position and does not hold back until the end of the deliberation. He is much more direct with feelings now and more open. He is good about clearly communicating division concerns to the rest of the college.

Group Facilitation

In group facilitation the Chairperson assisted as the leader by pointing out the process steps and clear guidelines as to how changes can be made. He seems to handle the process better, paying attention to both the meaning of the meeting and the process. He facilitates the group more toward closure and decisions.

Further data with reference to the second hypothesis were gathered by process observation notes from the consultant team and comments from the participants at the three feedback sessions. It was noted there was increased frequency of the Division Chairperson picking up non-verbal clues and facilitating verbal input from those that had not spoken but who obviously had a reaction to the issue at hand.

Additional information on the impacts of the study should most appropriately come from the organization manager (the Division Chairperson). The results of the intervention, whether confirmed by statistically significant changes or not, have had an effect in the management style and organizational development approach used by the

Division Chairperson, the primary change agent. The interview was completed on June 16, 1976, approximately four months after the actual feedback and problem-solving sessions and about five days before the close of school for the Spring Quarter and subsequent Summer Quarter vacation time. The interview in the Appendix is not in its entirety but does represent about 90 percent of the total. Names are left out to protect the anonymity of the study group. Here is a summary of that interview.

Division Chairperson Summary

The Division Chairperson felt there had been a definite change in how the group cohesively functioned and supported division issues. He was particularly pleased with his directiveness and his facilitation of resolutions of problems. He built some flexibility into his management style in the manner in which he reacts to problems. Lastly, he cited several situations in which he was more administratively oriented toward problems and solutions and was willing to state his non-acceptance of certain actions. Although there had been a major impetus to the division functioning together as a result of the study, he also concluded there were other circumstances that influenced some of the changes:

1. He was in his fourth year and knew more about the job.
2. There were political and power supports because of having the senate president in the division.
3. Several individuals have accomplished some projects outside the study.

While there could be some criticism of the type questions used for the interview in that they might be leading questions, the researcher felt the focus toward action or behavior change was necessary. The direction was accomplished by asking the interviewees to "notice any differences between two periods of time."

Chapter 6

SUMMARY AND IMPLICATIONS

The best summary for the project seems to have come from remarks made by the Division Chairperson and several members of the faculty and classified staff. Some of these remarks are given below:

> What we did in February was good in that it brought departments together in a framework that made them look at problems . . . made them seek solutions . . . and by and large those solutions were successful. Whether I can duplicate the process again, I don't know . . . there is such a tremendous impact from the event of doing something like that, it is hard to sort out what is the result of the impact of the event and what is the result of some kind of real effort. It was possible to get the division behind something . . . it gave us clout college wide. From the experience . . . came a flexibility of management style . . . . I think I have that . . . and if there was a real event that we had to take care of, I don't see any better way to be organizer and leader . . . . My style in the large context has changed. (Division Chairperson)

> For him the most useful thing from your work is his determining the job requirements were not ones that suited what he wanted to be . . . . A lot of others would be more comfortable in the job . . . because he is pulled between what people want and the job requirements. (Faculty)

> This process brought us out of our niches--very definitely . . . in a modeling way. I'm thankful in a way that many are more human now rather than entity walking around. (Faculty)

> One is aware now as we work together . . . aware of other areas' concerns and that has some effect, for example, on how I prepare for meetings, like this afternoon's budget session--more details, more comprehensive information for others and what are some concerns in our specific area. (Faculty)

> Perhaps a secondary effect is not so much how much more we cooperatively work together within the division, but more a

case of perhaps we are more aggressive in stating our needs, ideas, now that we have found our voice on this issue. (Faculty)

The effect has also been on letting (the Division Chairperson) keep one of his strengths operating, that of keeping the faculty and departmental perspective even at the personal risk of being a thorn in the side of other administrators who have begun to get a stilted administrative view of what is really happening. (Faculty)

We haven't noticed any significant differences at least in the area where any difference might be in reference to communication. But I hasten to add, as they all did, when I asked the question, that's not bad if you remember . . . our department is an unusually happy group . . . and we felt communication was very good with us . . . and as happy as we were any difference might have been for the worse. (Faculty)

Maybe the most useful thing to come from your work, while it may not be what you wanted or expected, was to assist in helping (the Division Chairperson) focus on the job and what it required of a person . . . and what that pull was. (Faculty)

I feel that he is just learning that this division is too fragmented for anyone to completely pull it together. He has become more and more of an effective chairman, but the job takes someone who likes to play politics and doesn't really mind if things are not just "right" . . . . He has gotten his teeth into the job and the job has grown, tremendously. No one who does not sit in this office can possibly know all the things that pass through it. This division has a lot of prima donnas, and he has (sometimes successfully) managed to get things done in spite of them, not because of them. I guess the summation would be that he is finding out that a division chairperson cannot always be a "nice guy." (Staff)

Over the last years he has seemed more committed to Administration, with a big A; the overall decision-making and what steps really lead the division. It's ironic--as he has become better at administration, particularly over the last year, and now he is getting out. (Administrator-Supervisor)

There is an addendum summary and conclusion that needs to be included even though there are no direct measurements or data to support it within the findings. The area that needs additional coverage

has to do with the extraordinary impact the willingness and commitment of the client (the Division Chairperson) had on the success or failure of this project or, for that matter, any project similar to this type action research.

Several examples of this phenomenon were seen early in the inception stage of the project. First, the primary design of the process required a willingness and some risk-taking to build in process observation and direct feedback on his actions. Secondly, there was some risk in using this type survey and what it could show about the supervisor or what topics or problems might come up during the feedback sessions. Personal commitment and energy were required to maintain an active participation in the extra meetings with the faculty, in the planning sessions with the consultants, and in following up with the details and written work as the program progressed. The Division Chairperson was willing to examine his leadership style and in essence say that perhaps he needed some alternative methods or ways of doing things, even though his division already saw him as an excellent leader.

This support came from comments made during interviews with the faculty.

> His receptivity and enthusiasm to the things your group is trying to do has helped in building our (specific relationship) trust and relationship back to a better position.
>
> (The Division Chairperson) was enormously receptive to looking at a problem and eventually made a choice after considering my input.
>
> Always capable of asking good questions in settings such as cabinet, committees, and division chair meetings.

> Started last year in making time available for faculty members to see him; before it had been random but I was pleased with his new effort.
>
> He has always been a very cooperative person and very willing to listen to problems.
>
> His leadership style is very much one of consensus. He likes to get several inputs but he also strives for closure and closes that loop not only with the division but with me. I really appreciate that about him.

The study confirms observations made by Robert DeHart who suggested that the hierarchical model of management is not always appropriate. The findings further support DeHart's second observation that division chairpersons need to function in a context of role ambiguity. Secondly, the research seems to contradict William Moore, Jr.'s comment that community college administrators are like blind men on a freeway.[1] This contradiction stems from the research in this project which seems to indicate that the role expectations sent by administration and faculty are clearly perceived by the Division Chairperson.

If one defines role conflict as "opposing role pressure from contradictory role expectations" and role ambiguity as "when the conditions exist that information available to the person is less than is required for adequate performance of his role," the research clearly substantiated the fact that both exist at the Division Chairperson level.[2]

The role conflict occurs not because there is a difference between the sent roles by the faculty and administration and what the

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[1] Blind Man on a Freeway: The Community College Administrator (San Francisco: Jossey-Bass, 1971).

[2] Robert L. Kahn, Donald M. Wolfe, Robert D. Quinn, and J. Dredich Snoek, Organization Stress Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, Inc., 1964).

Division Chairperson has perceived. Rather it is a case of the role sent by administration to be a manager in our hierarchical organization requires you to be authoritative whereas the role sent by the division faculty is to be a colleague in our collegiate organization, requiring you to be egalitarian. It is this conflicting role definition and organizational model difference that places the Division Chairperson in a bind. Methods and techniques for managing these diametrically opposed roles are not taught or modeled in that community college environment; therefore, the impact on the Division Chairperson is a high degree of both personal and organizational stress if he tries to meet both role expectations. The effect of these tensions within the focal person produces a common response of withdrawal in the face of conflict and reduces the amount of communication with the role senders (division faculty and administration). This behavior is consistent with Kahn's findings on organizational stress and role ambiguity.

Based upon the survey results and the comments gleaned from the personal interviews this study seems to point to two other conclusions:

Short term interventions can cause change on a Division Chairperson's leadership style as perceived by himself and others. This change is facilitated by the personal willingness and enthusiasm of the Division Chairperson.

Secondly, community college administration should spend resources to establish or sanction models other than authoritative within the hierarchical context. In addition, the time and resources need not be spent to such a great extent in defining the role of the Division Chairperson but should be used instead for providing opportunities to learn and practice alternative leadership style that could assist the

chairpersons in functioning in the climate of role ambiguity and conflict. This program or process of learning must include opportunities for the Division Chairperson to build specific skills of conflict resolution.

Chapter 7

EPILOGUE

This chapter is written for me, the person, consultant, and action researcher. It is also for another person, the client, research focal person, and friend, the Division Chairperson. Very simply, I want to answer three questions: (1) How did I do? (2) What did I learn? (3) What would I do differently?

As a person, consultant, and action researcher, I had set certain goals for myself to accomplish during the total project process.

PERSONAL GOALS

1. To work on a project that provides an opportunity to use certain skills, experiences, and expertise.

2. To apply methods, skills and processes learned in the MSOD program.

3. To effect change in an individual supervisor and organization in a positive direction.

RESEARCHER GOALS

1. To follow the established Action Research process on a project.

2. To successfully complete a research study that tested the working hypothesis.

3. To contribute to the field.

4. To learn to be a more effective researcher.

As a consultant the client's goals had a higher priority than my own at times during the process, for even if I had accomplished my personal and researcher goals but did not assist the client in meeting his, I would have considered the project a failure. As a part of this final chapter, I am asking the Division Chairperson (the organizational manager) to read the total paper and look at his goals and what happened and offer some reflective comments.

CLIENT GOALS

1. To add to and improve his managerial and administrative competence.

2. To improve interdepartmental cooperation.

3. To get more total division backing to division initiated proposals.

4. To receive more input to major policy changes that affect the departments and the division.

5. To increase personal comfort with his socialization skills.

SUMMARY

My original thoughts and ideas of the project were to get a division of a community college to design its own staff development system. This design was to come from a mutual problem-solving participatory process.

What I started out to do. I wanted to interact with my client, a division chairperson, and assist him in increasing his administrative skills of problem-solving, group facilitation, listening and sending,

decision-making focus, resources usage and delegation. I believed that with the combination of the researcher modeling some of the skills, the client running feedback problem-solving sessions, and the consultant providing pre-workshop suggestions, process observation, and feedback, the client's skills would improve. Also there would be substantial behavioral change in him which would in turn have an impact on the organization he leads. The subgoals that could be accomplished were: as the Division Chairperson facilitated problem-solving and modeled a participative style of leadership, department coordinators would take on more of the responsibility of coordinating their efforts within the division and would contribute more information in a spontaneous way to some of the administrative decisions, issues, and policy matters that the Chairperson needed to respond to from the administration. An example would be the area of budgeting or curriculum development.

Lastly, I believed that as others took on more responsibilities the Chairperson would have more time available to take care of his personal needs of professional development, reading, or doing special projects he wanted to do. As a final outcome, I wanted him to gain the comfort he sought with the administrative job. This quasi experimental form of research is an attempt to get at issues and process factors in a real setting, without a control group for measurement and evaluation standards of comparison. There were many variables over which we had no control, nor could we obtain any pre- or post-measurements to ascertain the intensity of their influence. Also there was no base standard of performance for the Division Chairperson's behavior. The only measures available were highly subjective personal data from

subordinates who compared his performance to other division chairpersons in that specific job (four in six years) or to other individuals in different divisions who hold the same job now.

What actually happened:

1. Two departments problem-solved new approaches to getting old issues resolved.

2. The division backed a proposal through the college senate to the administration and the change was made.

3. The Division Chairperson improved in his facilitation skill with small groups.

4. Department coordinators took on more responsibility and decision-making.

5. The survey did not show significant change but the interviews contradicted that.

6. The Division Chairperson resigned.

What did this indicate?

1. The small group problem-solving helped focus on issues of concern at the departmental level.

2. The Division supported a proposal unanimously for the first time as a result of the process of mutual problem-solving and group prioritizing the issues in the survey-feedback sessions.

3. a. Practice of alternative leadership styles can have an impact on change.

   b. Feedback sessions and mutual problem-solving assist in bringing about group consensus.

4. Modeling of leadership style influences others to emulate that behavior.

5. Surveys need to be presented in a planned, consistent manner for post- and pre-survey measurement.

6. The Division Chairperson was ready to do something else. There is no proof the project influenced him. He had many personal problems to solve outside the college environment that he wanted to have more time to do.

THE PROCESS OF LEARNING

What would I do again or differently? What have I learned from this experience? If there were an opportunity to repeat the process, I would basically follow the same process of mutual problem-solving, planning, and consensus decision-making with both the consultant team and with the client (the Division Chairperson). Personal commitment, participation, and ownership in the results are all benefits to be derived from the inclusion methodology.

To get more accurate measurement of change and definitiveness in the "before" situation, I would:

1. Premeasure outside observers and interviewees and sit in on some meetings before the announced project (process observe the group).

2. Interview a larger sample of the study participants.

3. Get a post-project measurement before the summer vacation started.

4. Research and get more statistical figures of how the division operated.

a. number of proposals sent from division.

b. number of attendees at department and division meetings.

c. numbers of meetings - frequency.

5. Watch the Division Chairperson's actions in context of several types of meetings in which he is a participant.

To achieve a more balanced and coordinated use of the consultant team members, I would:

1. Spend more time in setting up program, duties, and time deadlines.

2. Get more defined the areas of data needed for each of our studies so we could develop the data capture by building the action required into the design, not try and guess at it afterward.

3. Compare results and observations and meet as a team to assist each other in the writing up of the results.

4. Get more pre-project measurements on the team to compare in post-project measurements.

To give better support to the client and keep him informed:

1. Meet more frequently and share the notes and findings to date.

2. Hold debriefings after all meetings (feedback).

3. Offer and assist in the design of the beginning fall meeting(s).

Miscellaneous learnings:

1. Consultant patterns, language, and facilitative models are emulated by those in the client system or subsystem on the basis of direct content.

2. Feedback of process observations are often perceived as a personal putdown or evaluation by the receiver instead of just a

documented action or behavior. Verbal tone and choice of words are critical to how the feedback is perceived.

3. A consultant team needs to continue to define, redefine, and clarify roles and responsibilities to each other as the study progresses.

4. If a survey instrument is used as the intervention, then it must be written in the terminology of the tested system.

5. When a complicated process of action research is explained to a client there should be time available for general reaction and discussion.

In summary, the process and program design of this action research project gave the researcher ample opportunity to use skills gained in the MSOD program as well as practice in those already possessed from consulting and training. The results of our study tested the hypothesis and also contributed to the field of OD, particularly in the area of community college administration. Because of many of the mistakes made early in the action research process relative to pre-measurement, standards of performance, role definition, and support, the researcher learned quite effectively what would improve the next action research program.

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APPENDIX A

APPENDIX A

INTRA DIVISION MEMOS

Cover Letter for Survey Results

TO: Speech (Faculty Names)

From: (Division Chairperson's Name)

Subject: Discussion of organizational survey results

Date: 2/15/76

Department Meeting: 2/20/76, 9:00-12:00, - L24

Attached are copies of the Speech Department's organizational survey information. The graph itself doesn't seem terribly informative, but I think that if you will examine the specific questions for our actual condition, you will find that we have plenty to talk about on Friday.

The task then will be to discuss the questionnaire generally, to identify specific problems, establish some priorities for them, and to develop a few action recommendations for the most important. The objective, of course, is to improve our total effectiveness as a department and as a division and to make this an even better place to work than it is. I am more optimistic than usual about our chances for getting results.

Invitation to Post Feedback Luncheon
and Problem-Solving Session

TO: All Language Arts Division Faculty, Dean, OD Internal Person

FROM: Division Chairperson

Date: 2/17/76

RE: LANGUAGE ARTS DIVISION MEETING

DATE: 2/21/76 12:30 to 3:30

PLACE: Local Motel

AGENDA:

I. Lunch - Motel
II. Report on printing and duplicating policies
III. Report on proposal for literary magazine
IV. Reports on department organizational surveys
    1. Speech
    2. Foreign Language
    3. English

As most of you will recall, the Division participated with Lucy Gill, Angenet Jones Twight and Bill Wiedman in an organizational survey on the Wednesday before Thanksgiving. The 24 people who completed the questionnaire agreed to meet on a Friday and Saturday after the questionnaire had been processed to discuss the results and to determine whether or not they would make recommendations for action based on the conclusions they reached.

Since the questions we answered are quite specific and range widely over every part of our jobs here, the results are interesting and can have important implications for the way we work in the future. Thus, while I wish that all of us had participated in the questionnaire, I can understand why some of you didn't but hope now that you will find it possible to attend the Division Meeting on Saturday.

Lunch will be served promptly at 12:30 at the motel and the meeting will follow. In order to complete arrangements for the luncheon, Ms. _____ must have your R.S.V.P. by 10 A.M. on Thursday morning.

PAGE(S) 63 - 71 WERE (WERE) MISSING (REMOVED) FROM

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APPENDIX C

APPENDIX C

INTERVIEW QUESTIONS AND DATA

INTERVIEW QUESTIONS

Faculty Member

1. Have you noticed any differences in the Winter and Spring quarter in _____ management or administration? His personal actions, leadership style, decision-making processes?

2. Has there been any difference in the manner in which he works with you? Any difference in results of mutual problem-solving, etc.?

3. Have you seen any difference in the way he works with the Language Arts Division? or Departments within the Division?

4. Have you seen any differences in the way he works with other Division Chairpersons, or other colleagues?

5. Any additional comments? Specific examples of action or behavior change that you are aware of? How has his performance been over the last two quarters relative to previous quarters?

Consultant Team

1. Have you perceived any differences in the Division Chairperson's leadership style or management since we began our interactions with him in November and finished in June? By leadership, I mean listening, group facilitation, problem-solving and personal preference position.

2. (If yes to above) How have these differences had an impact on you?

3. What would you do differently as relates to the Division Chairperson and our interactions as a consultant and/or consultant team?

Division Chairperson

1. How has the team affected you?

2. What has the project done for the division?

3. How does the fall activity start?

4. Will the division want to work with us more?

5. Anything you would like to know about the project, results,

INTERVIEW DATA

Listening

He is listening more directly than before - uses some reflection comments.

Is more receptive in hearing out a point of view different than his.

Reflects back the other person's position and asks good, thoughtful questions.

He hears major points and concerns, has always been good, but seems sharper and more astute now.

There is a definite change in the acceptance and hearing of another position. There has always been a willingness to understand our point of view.

Much more aware and practices the facilitative-listening leadership role in meetings. Summary (verbal and written) notes that are accepted by others as accurate indicate his acuteness of both physical and conceptual listening.

Saw some progression in his listening skills between feedback session 1 and 2 and session 2 and 3. Listened to statements better and was less defensive.

Over the last year has worked hard on communication, is good at acceptance and listening to upward communication.

Group facilitation and issue and decision-making focus

He seems to be more the way he is in the classroom, more inductive, pulling more from people, the group and following through to decision.

In the last workshop he listened more and got more input from the group and sent his position as a statement not necessarily the way to go.

It seemed he was getting a better handle on some process that seemed to work . . . seemed more organized in how he got the group to work.

He seemed to act more like a catalyst to try and try a different tack, from a different tangent and it worked.

Getting the whole group to choose our problem and then go to it . . I can hardly believe it.

The only thing I would think of is as we met in a group . . . some of the techniques and language you and your group used became kind of a permanent thing . . . the model was there to try and follow.

Yes, very definitely notices a new style, actually a new spirit, hard to define; a new organization and procedure about doing things.

He assisted, as our leader, by pointing out procedures and guidelines to get things done.

He thinks more like a manager now. He considers how to open and run meetings . . . a proactive planning of possible impacts and results in meetings.

He pays attention to both the meaning of the meeting and the process. Facilitated the group more.

Seem to facilitate issues and go decisions differently, not sure exactly how, but seem to be less polarization, defending.

Coordinator meetings have been successful.

My style in a larger context has chan d. I know that . . . part of that change . . . realizes that the effectiveness of individual members of his segment . . . is dependent on a kind of group achievement.

Felt there was a real change toward a willingness to be more accepting and even receptive to other sides of issues than his own, and work hard at problem solving.

This process brought us out of our niches, very definitely, in a modeling way.

By using the method we were able to delineate very clearly what the problem was or problems were, and what steps were to solve it.

This process makes it easier to talk to other departments about mary issues in a more receptive way.

Begins meetings by redefining goals and objectives or reasons, identifies issues, and then we problem-solve.

Likes to get consensus more now after several inputs.

Personal directness of position or preference

He has become more confident or forceful in the manner in which he states his position now. Includes his feelings - example was the English workshop in the faculty house.

Was very clear to point their perceptions were wrong - example last fall when someone had adverse comments about administration. Refreshing to have that paranoia faculty negativism stopped that way.

I felt I couldn't always directly share my feelings partially because I didn't know where he was and that came about by his indirectness. I am pleased to say that is changing.

He seems to have developed a clearer priority list and has shared it . . . so at least we are aware of it and his direction.

He gave a speech and shared openly, from what I saw was the heart, at the end of the year. I am not sure he would have done that before our project.

Really like his openness at the end of school meeting.

Said some direct things that I wished he had said at the start of the Fall also.

He is particularly good in communicating the concerns of the division to the college at large.

Assisted us as our leader by pointing out the process, steps and clear guidelines on how we could get the changes made.

Has maintained his cordiality, helpfulness and candidness even when he didn't appear to have time.

He was much more congruent with the group as the feedback meetings progressed.

His statements were clearer and less defensive.

Didn't see any difference on how he worked with us. He was communicating very effectively with us.

Much more direct, more than what he has appeared to be uncomfortable with in the past.

When a faculty member book order stood out quite differently, so I sent her a note that I would like to talk to her about her order. Now a year ago I don't think I would have challenged anybody like that . . . partly because I was feeling strong as a result of what we had done on the foreign language thing, a lot because of that, I didn't, as I might have in the past . . . I didn't back down.

(Question) How has the team and the organizational intervention helped me? Has the fact you have had to respond to three consultants hindered anything?

Not hindered at all.

There are two kinds of help: one of them is to get the specific job done, the other to give me some training which I can use over a period of time.

In the first context: what we did in February was very good. It brought departments together in a frame work that made them look at problems that had been nagging them for some time--made them seek some solutions, and we did that, and by and large those solutions were successful. People felt pretty good about what we were doing. That has affected me, obviously, in that it made me feel that I was doing something. Whether I can duplicate that process again if I need to, or whether I need to, I don't know; I really don't know. It seems to me that (just my impression) there is such a tremendous impact from the event of doing something like that that it is hard to sort out what is the result of the impact of the event and what is the result of some kind of real effort or initiative. My feeling is that people felt good about it and the Division has been better this year than ever before. I feel I have had a role in that happening. A part of it has been the impact of the study we did and part of it has been my role and that works in subtle ways; I knew then that it was certainly possible to get the Division behind something; some one thing if we thought it was important; I made use of that a couple of times since then and it worked and worked very well. It gave us some clout college-wide. Some other things have been going on. _____ was Senate President last year and _____, the Senate President this year, and that is a factor nobody could have predicted or designed, yet it is sure helping getting things done, you can't deny that. In fact, _____ is the meeting organizer of the faculty association which is probably going to be our collective bargaining unit that gives us some stature and clout. I feel really, really good about the Language Arts Division as a whole and as far as its future and certainly about this year.

Now I have a hard time, or rather I would hope out of this experience, could come for me some flexibility in management style and something like that (some alternative ways to do things). I think I have that. And if something happened, not really if something

happened but if there was a real event that we had to take care of, I don't see any way to be better (for I haven't developed any better way to be organizer or leader if it is just an ordinary year). There has to be a sore point and if there is a sore point I will pretty well know how to deal with that, and I mean that is within the Division or outside of the Division. I think I can handle it because I learned a lot from what we did that will help with that. But, on the other hand, in looking back there was something about what we did that turned some things into crises. And I know you always have crises. But I would like to develop, or have developed, some way of making the year look in September for the staff, as if it were going to be exciting. We were going to do things through some kind of organizational effort that wouldn't involve crises or, as a matter of fact, would foresee them and let us establish ourselves so that we didn't have to wait for them. That seems to be now where my real interest lies. (A proactive effort rather than problem-solving). In February we dealt with some long-standing problems, some of them will be long-standing in the future like the Xeroxgraphy thing (our #2 item) is still a problem. The Faculty Senate took it over and made it college-wide effort. We got approval from the President and Associate Dean of Instruction at the Learning Center to do a full study of that and even to do something about it if the study dictated a policy. When it came down to it, at least for our section of the college, we couldn't find a place for the damn machine. We can't find a spot, the Business Department took one on for 45 days to see if it would work. We printed something like 40,000 copies in 45 days - the traffic in and out of their office was absolutely unbearable. We would find the same thing with Political Science and we just couldn't put it here. Now that is not completely wiped out, there may be some resolution to it and the right to continuing working on it. _____ is working on it right now and they are the ones who want to be in charge of it so they are doing it. The Administrative Assistant or coordinator positions that everybody thought we needed (the Division), those things are in the budgets. There are three budgets, skinny one, a mesomorphic one, the big one. We aren't going to get the big one but if we get the middle one, supplement A they call it, we will establish the assistance across the college. Even if we do that, what it will do really is give Language Arts about $5,000 to play with. Doesn't sound like very much; it costs $1,000 per quarter for one class release time and there are three departments. So what do you do there? It is absurd! (It is a precedent however).

So, on the one hand a good year and the Division is in really good shape, very strong. We have done remarkably good work both within the Division and also the college as a whole. On the other hand some of the problems are very much issues.

I take some credit for what has happened. I've worked hard, even the event itself, what it brought about, because I said "Hey yeh! I'd like to try that!" - not everybody would do that, so yes--

In some ways, whether I have managed to make the Division as a whole proactive rather than reactive or not, I have become as a person much more proactive. If there is a meeting, even if it's like a Curriculum Committee meeting, I do my homework better than I ever have before. This is the fourth year in the job for me and I am beginning to feel it is not an insignificant job, that if you stay in it a few years people begin to listen to you, especially if you speak well in it.

I guess something else I have become aware of for the Division personally is that people have thought I seem to have a kind of view, plan, vision, or something about what the language arts program is all about and they like that. That there is a structure that seems to make sense and I have articulated it.

Specifically the things that have gone well for the Division:

_____ carried the concern of the Division on the Xeroxgraphy to the Senate and saw the thing through. In another case we had been talking in various places for a couple of years about a two year vocational program in media technology. So this year the proposal finally got made through the Senate Committee that _____ chairs. _____ was primarily responsible for shaping that proposal and it is a good proposal. I give him full credit for that part of it. Then since it was inter-divisional in its offerings the question was where does this belong, who is to be in charge of administering this program? _____, _____, and I met several times to try and decide. Partly because I was feeling good about the Division and partially because I was feeling strong as a result of what we had done on the foreign language thing, a lot because of that. I didn't, as I might have in the past, because I thought it was in the best interest or whatever, I didn't back down and I didn't say ever, well I think it would be good one place or another, and this Division with _____ as coordinator was given the administrative responsibility. So there are two places, both of which I believe are directly related, although one of them never came up, directly related to the kind of experience that we had in the workshop. The third, of course, is the unit change in the foreign language thing which is accomplished. I have to say that when I went in and talked to the president about that, he was kind of seesawing. I said, "Look, _____ - this is the result of that experiment thing we did with the consultant team. We spent two full days of time on this and worked hard and this is the consensus of the whole Division. This was the thing that everybody thought was of primary importance - as a result of the kind of careful study that you know goes on in that kind of thing" and within a few minutes he said, "Okay. You know I didn't mind using that after all." He had made an investment.

My style in that larger context has changed. I know that. Part of that change is the point a person gets to when he realizes that

the effectiveness of individual members of his segment, whatever that segment might be, is dependent on a kind of group achievement.

The individualists in this Division would never acknowledge that, but it is true. The group has to take into consideration that part of their thing must be to take up by the individual; I guess I got to the realization about January and what we did in February just added to it.

_____, for example, has been kind of a hot and cold person until this year. At work he is very strong. _____ was Chairperson, Peer Evaluation Committee this spring and sometime - while in the last six weeks we were talking on something - she said, "You know, we are turning out some good things this year." She talked on and she indicated there was a consciousness of pride throughout the Division.

_____ has been more vocal about her view on things. She has always been that way but now even more so.

It is hard for me to pick out incidents that illustrate it right off the bat, but I would predict that when people do this there will be a greater sense of "our power" not in a negative sense but in a constructive way. They are not "waiting at the wire."

(Question) How do you start up your year?

First of all, I'll use last year. I don't want to follow the same pattern, just an example. Division Chairperson came back about a week or ten days ahead of time and part of that (hell of a lot) of that time is taken up with management concerns, meetings at management level for the year. You don't really get a chance during that period of time to think about the actuality of the staff, the reality of the students, etc. The staff comes back two days prior to the start of school and that's the first time for many of them to even be in the area. Some have literally just flown in and for those two days we have a Division meeting which is part ritual, and then there are department meetings in which you talk about and get at goals for the year, tell about what has been going on in management meetings that may affect them, what is on the President's mind this year, which of us have incurred budget problems and then the real instruction planning goes on in small meetings. Somehow I'd like to do it differently this year. I'm not sure exactly how but I know as important as that social thing is, Division meeting is the way it has been done in the past I haven't liked. I'll do something to change it. One of the things I want to do in that meeting is make use of some stuff we did in February. I think I'd like to turn that around and I've even thought of sending a letter out and asking them what they've thought. Are the major concerns this year - more specifically,

what do they see as the primary goals of their department? The best thing in the world would be to have a meeting in August at some point if it were possible. Second best would be to do that now but you can't believe how tired people are right now this time of year (June). But essentially what I am going to do, I think, although I'm not sure of the format it is going to take, reverse the process, rather than my laying it out as someone else for them, I am going to solicit ideas from them. I already have done some and I'll refer back to some we got out then and say "hey, here are some that aren't done yet."

There is another kind of social need. A social relationship need here at work. That is a little easier.

Another example has to do with book orders. You know _____, well I was looking at book orders and hers stood out quite differently, so I sent her a note that I would like to talk to her about her order. Now a year ago I don't think I would have challenged anybody like that. I would have probably just said, "Well, she is just not keeping policy." But this spring I felt the responsibility to the Department and Division. I just told her it is okay to break policy but in turn you are responsible to give something back after getting the permission to break the policy, something you have gained by changing this. And she knew what she wanted but then we had to figure out how the thing she was doing was importantly different enough that she was doing it and how she could get the information she gained from it back to others. That's the other kind of social need I'm talking about.

Something that has happened in the last six weeks - we got together and talked about what might the five or six division meetings look like - and someone said - why don't we have Friday morning meetings- and the whole group got involved in talking about it. When it came down to it not enough people were willing to give up those hours - student time to do that. If you schedule ahead of time enough, we could occasionally do it; what they finally agreed to was a pattern of two regular meetings and a morning meeting.

The faculty does not want you back at this point in time. There is a mixed feeling that was a really neat experience, everybody said that and I'm sure you have heard that . . . but we did that, can't we do it ourselves, and develop on what we have done and we want to try that now ourselves. They are not looking for skills now.

One last thing. I think one of the reasons I was able to be specific and give examples today had to do with something that happened at that party. I almost never give speeches, and I gave one, and I thanked individual people and I thanked them. People knew they had done these things but to have it said in a public situation formally was a damn good thing.

(Question) Would you have done that last year?

Naw!